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ABSTRACT

The New Britain Public Library (Connecticut) conducted a project that involved recruitment, collection development, tutoring, computer-assisted services, and English as a Second Language (ESL) services. The project served a community of 50,000-100,000 and targeted ESL learners. Tutoring was done one-on-one, in small groups, and in classes, using the Literacy Volunteers of America (LVA) method. Students were assessed using the Comprehensive Adult Student Assessment System (CASAS) and the Connecticut Adult Performance Program (CAPP). Ninety-seven students were accepted for the first semester, and 115 students were accepted for the second semester of ESL classes, with 34 students put on a waiting list for accommodation in a later class. Students were from Poland, Puerto Rico, Mexico, Peru, Brazil, Colombia, Dominican Republic, China, Vietnam, and Korea. The focus of each literacy class was life skills--topics critical to students' daily lives. The 30 days of classroom instruction (beginning, intermediate, and advanced) was supplemented by 15 days of individual and small group tutorials. Many literacy students regularly brought their families to use library resources, particularly for children's materials and foreign language materials. (SWC)

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New Britain Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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PART I

1.) Recipient:
New Britain Public Library
(Parent Organization New Britian Institute)
20 High Street
New Britain, CT 06051

2.) Report prepared by:
Marci Limberger, Business Manager
(203) 224-3155 Ext. 14

3.) Grant Number: R167A20352

4.) Award: $35,000
Expended: $22,526.77
Unexpended: $12,473.23

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
_X_ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
___ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe) (small group)

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-on-one tutoring _X_ small group instruction
_X_ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _X_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

(CASAS) Comprehensive Adult Student Assessment system
(CAPP) Connecticut Adult Performance Program

Session 1		Session 2	
Beginners	+6.6	Beginners	+6.78
Intermediate	1 + 5.26	Intermediate	+5.32
Intermediate	2 + 4.75	Intermediate	+3.1

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented?
___ yes _X_ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
_X_ recruitment brochure
___ resource directory
_X_ evaluation report
___ survey
_X_ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 212 (some repeats)
Of those served, how many received direct tutoring service? 143 How many hours of direct tutoring service did they receive? 1408
How many new volunteer tutors were trained? 17
How many current volunteer tutors received additional training? 0
How many volunteer tutors (total) were involved? 17
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 5
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

PART III: NARRATIVE REPORT

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

GOAL 1. Our major goal was to establish and promote a supportive ESL library project environment.

We accomplished this goal by using large areas of the library and setting them aside to develop classroom space and areas where small group tutoring could occur without interrupting normal library activity. The Great Swamp Literacy Coalition was able to get donations of tables and chairs and partitions to set up one classroom. The library already had enough tables and chairs that were available for use in its community room. The response to the recruitment was so overwhelming that the New Britain Adult Education Director offered to provide a third teacher for this project paid for out of adult education funds. A third classroom had to be located. The Library only could accommodate a third class during the day. So this limited the class size as many of the students were only available during the evenings. The YMCA located next door to the library came to our rescue the second quarter and offered us space free of charge.

Recruitment efforts included flyers strategically located in ethnic stores all over town, articles in the local newspaper had registration information printed in English, Polish and Spanish. Local churches serving the ethnic community were contacted and made announcements concerning the library program from the pulpit. One Polish radio program made many announcements concerning our project. The Spanish Speaking Center furnished us with lists of names to contact, as did Literacy Volunteers. The numbers of people who showed up the first night of registration overwhelmed us, 118 people. With only two classes, we could only have accepted 75 students. Fortunately, Joe Hogan, ABE Director had previously offered a third teacher if our numbers warranted it. They did. So we were able to accept 97 students for the pilot first semester. The rest were put on a waiting list and contacted for the second session.

For the second session, 149 students registered. Since we were able to arrange additional classroom space at the YMCA for use in the evening we were able to accept 115 students. The remainder (34) were put on a waiting list and contacted later in the program.

Students from the following countries responded to our program: Poland, Puerto Rico, Mexico, Peru, Brazil, Colombia, Dominican Republic, China, Vietnam, Korea.

We were also successful in recruiting Polish, Spanish and Vietnamese interpreters from library staff and the community to assist with student testing, grouping and orientation efforts.

Each class was given a guided tour of the library and was provided assistance in applying for their first library cards. Students were encouraged to use independent materials such as the foreign language book collection, language learning cassettes and the Browsing Collection of New Reader Materials as well as the English as a Second Language Materials purchased with the grant.

The two Macintosh Computers and software purchased in a previous ESL Title VI project grant and the LVA-NB IBM pc-clone were used by the students. They were used for two different purposes. The higher proficiency level students developed keyboarding skills and computer familiarity with the intent to increase their future employability. Other students used the computers for vocabulary enrichment, word attack skills, reading comprehension, general understanding of grammar, and just plain fun. The demand for using the computers was so great that we had to set up time schedules for use. Students were limited to one hour during the evening sessions. The computers were also available to them for use during the day. Fifteen of the students used this to advantage.

GOAL 2 To establish and maintain a learner centered ESL program approach.

The focus of each class was life skills. That is to say topics that are critical to each students daily lives.

In addition to the classroom instruction, students participated in one-on-one tutorials, or small group instruction. Volunteers from the community were involved with this end of the project for two reasons. They provided the students with an opportunity to talk with authentic native speakers of English and not necessarily trained teachers. These were the types of people the students needed to be able to communicate with on a daily basis. Furthermore, the tutors promoted goodwill towards the newly arrived immigrants to the New Britain community.

GOAL 3 To provide and maintain a receptive and supportive ESL classroom environment.

Our teachers are specially trained and certified in adult ESL instruction. They are very sensitive to providing our students with adequate opportunities for practicing spoken English. One of our second session instructors was a native Chinese woman. She taught the very beginning level class and the students responded to her remarkably well. They were the class which met next door at the YMCA. The students were motivated by her ability to have mastered the language. Our non-native instructor had the highest improvement average of all the class sessions.

The project was completed in two sessions. Fifty-four percent of the beginners returned as intermediates and sixty-two percent of the intermediates went on to the advanced class. Two students remained in the beginning program. Word of mouth and posters brought in an overwhelming response to second session registration.

A holiday newsletter using authentic student writing describing holidays in their native lands was compiled by the Great Swamp Literacy Coalition and distributed to all classes and tutors. (enclosed)

GOAL 4 To establish measurement criteria and keep testing to a minimum.

All students were given the CAPP (Connecticut Adult Performance Program) Listening Placement Test prior to placement in classes. CAPP Entry Tests were given early in the program and the Exit Tests were administered at the end of the program. These were the only tests given. CAPP is the Connecticut version of CASAS (Comprehensive Adult Student Assessment System).

2. Provide a comparison between proposed and actual expenditures by budget category, i.e. personnel, travel, materials, etc.

Changes in actual expenditures did not exceed 10% of the budget. We completed the grant with a balance of $243.37.

PERSONNEL: We accounted for FICA and Medicare as part of the personnel cost. We expended $60 more than budgeted.

SUPPLIES: We exceeded our supply line item due to wear and tear on the library's photocopier. We did not take into consideration toner needs, replacement of two drums....when we wrote the grant.
see attached budget

EQUIPMENT: We did not purchase the cassette players.

LIBRARY MATERIALS: We did not expend $761.66 worth of print materials. We were unable to select $999 worth of video's due to some staff changes at the library.

3. Provide, as appropriate, specific details as to the activities undertaken --e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

Two levels of ESL instruction were provided through the grant. The Consolidated School District of New Britain furnished the project with a third teacher for classroom instruction. The three tiered - beginning, intermediate and advanced classroom instruction were supplemented by individual and small group tutorials. The students had 30 days of classroom instruction in addition to 15 days of tutorial support per semester. Volunteer tutors were recruited by the Great Swamp Literacy Coalition. In the first session, 15 volunteer tutors provided 157 hours of one-to-one instruction. In the second session, 12 tutors provided 152 hours of one-to-one instruction. Ten of the twelve tutors were returning from the first session because they enjoyed the experience.

Students also worked on the 3 computers: 2 owned by the library and 1 owned by LVA-NB which shares space with this project.

LVA tutor methods were demonstrated to the volunteer tutors prior to the startup of the project.

The types of materials purchased included: the Oxford Picture Dictionaries in English-Spanish, English-Vietnamese, English-Korean, and Monolingual English....; Life skills books and workbooks, Job Search Books and work skills; Verb Cards; Large Visual Cards; Basic Reading Books; Wall Charts; cassettes, Basic English Conversation Books, TOEFL Preparation Programs, and Grammar Books and Workbooks...

A needs assessment was conducted. The most overwhelming need for the program was job mobility. Students had to learn English to get a better job. Several students wanted to attend college level courses at some point in the future. Some students were state mandated to attend training programs in order to receive welfare benefits. And one sweet old man's only desire was to pass the citizenship interview. The day he came in and showed everyone his citizenship papers was the happiest and proudest day of his life.

Testing resulted in the following findings:

SESSION 1

Beginning	- average gain	6.6	points on CAPP
Intermediate 1	- average gain	5.26	
Intermediate 2	- average gain	4.75	

SESSION 2

Beginning	- average gain	6.78	points on CAPP
Intermediate	- average gain	5.32	
Advanced	- average gain	3.1	

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

The Library Director was the key individual who conceived this unique project based on community cooperation. Library staff furnished support to the 3 instructors by duplicating materials, ordering materials, helping with translations, securing library cards for students and giving tours of the library. Many of the students regularly brought their families in to use library resources, particularly in the Children's Department and the Foreign Language materials. The New Britain Library has the largest foreign language collection of any public library in Connecticut. Over 5.6% of our adult circulation is foreign language materials.

The Coordinator of the Great Swamp Literacy Coalition was a library employee. Her job was to recruit, train and coordinate the one to one tutorials or small group instruction elements of the project.

In addition the library was used regularly as a site for classes, one to one tutorials and small group instruction. It's New Readers Collection was used for the project, as well as its wealth of independent support materials such as books, paper, pencils, cassettes, computer assisted instruction programs, and the closed captioned device for the hearing impaired.

The Library Director worked with the Head Teacher and the students who used the microcomputer component of the project.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

The Consolidated School District Adult Education Director, LVA-NB Program Director and the Coordinator of the Great Swamp Literacy Coalition were brought together by the Library Director to design this project. Central Connecticut State University was used to recruit volunteers for tutoring, and small group instruction. The School District rescued us by furnishing us with a third teacher for the project. And the YMCA furnished us with free space when we needed a third classroom.

The Great Swamp Literacy Coalition promoted the program and recruited students and tutors. They produced a newsletter and publicity for the program. Volunteer tutors were recruited from the Coalition membership, such as LVA-NB, Senior Center, CCSU, New Britain Area Council of Churches.....

Tutor orientation and training were supplied by both the teachers in the program and the Great Swamp Literacy Coalition.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

NEW BRITAIN PUBLIC LIBRARY
20 HIGH STREET
NEW BRITAIN, CT 06051

YMCA
50 HIGH STREET
NEW BRITAIN, CT 06051

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Without Federal funding for this project we would never have been able to provide this service to the community at the library. The Consolidated School District of New Britain did not have funds to furnish the library with classroom teachers for this project. Literacy Volunteers had a waiting list of students for ESL instruction and to few tutors to go around. The LVA-New Britain Affiliate is located in the library and we were acutely aware of the need for this project. Volunteer Literacy groups were becoming interested in moving towards experimenting with small group instruction methods. The Library Director who was Secretary for the state office of LVA - CT realized this. Federal funding allowed us to put the pieces of this collaboration together.